

SD State Standards Disaggregated English Language Arts

Strand:	Writing Standards	Anchor Standard:	Range of Writing	Grade level:	4
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Standards Relating to Range of Writing

4.W.10 Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

Range of Writing: Relevance and Essential Questions: What's the point?

<i>Essential Questions</i> <i>(Drive Intellectual Curiosity-The Hook)</i>	<i>Big Idea Statements</i> <i>(What students need to discover)</i>
Why do writers write?	Writers write for personal enjoyment, interest, and for academic tasks.
Why is it important to write often and for extended periods of time?	Writers research, reflect, and revise writing according to task, purpose and audience.
Why is it important to write for different purposes?	Writing skills improve with continued practice writing in a variety of ways for a variety of reasons.
Which type of writing tasks seem more difficult?	Writing for interest can have different text complexity than writing for academic tasks.
What are the benefits of choosing to write during free time?	Writing skills are increased through continued practice. Choosing to write on your own also offers the ability to: write for enjoyment, build stamina, process your thoughts through journaling, and interact with others through blogging.

Learning Progression: Range of Writing (4.W.10)

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
3.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.	4.W.10 Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.	5.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

Rigor and Cognitive Complexity		
Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural/ Application)
<p>4.W.10</p> <ul style="list-style-type: none"> ● Research ● Reflection ● Revision ● Shorter time frames ● Range of discipline specific tasks, purposes, audiences ● Independently select ● Writing topics and formats ● Personal enjoyment ● Interest ● Academic tasks 	<p>4.W.10</p> <p>There are different purposes and audiences for writing.</p> <p>Writing routinely for extended time frames supports research, reflection, and revision.</p> <p>Writing routinely for shorter time frames supports a range of discipline-specific tasks, purposes, and audiences.</p> <p>They can independently select writing topics and formats for personal enjoyment, interest, and academic tasks.</p>	<p>4.W.10</p> <p>Write routinely for different purposes over extended time frames for research, reflection, and revision.</p> <p>Write routinely for shorter time frames for a range of discipline-specific tasks, purposes, and audiences.</p> <p>Select writing topics and formats independently for personal enjoyment, interest, and academic tasks.</p>

Student Friendly Language
<p>4.W.10</p> <p>I can write for personal enjoyment.</p> <p>I can research, reflect, and revise while writing.</p> <p>I can write for different tasks and audiences.</p> <p>I can write for extended periods of time.</p>

Key Vocabulary
<p>4.W.10</p> <ul style="list-style-type: none"> ● Research ● Reflection ● Revision ● Shorter time frames ● Range of discipline specific tasks, purposes, audiences ● Independently select ● Writing topics and formats ● Personal enjoyment ● Interest ● Academic tasks
<p>Relevance and Applications: How might the skills in the standards be applied at home, on the job or in a real-world, relevant context?</p>
<p>We can write to process our thoughts and feelings.</p> <p>We can write to interact with others.</p>

We can write for enjoyment which helps me improve my writing skills.

We can write to help express my thoughts and feelings.

We can write to help communicate with others and the world around me.

Resources

<https://doe.sd.gov/octe/ELA-resources.aspx>

Achievement Level Descriptors

Range of Writing:

4.W.10 Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

Level 1

Level 2

Level 3

Level 4

Standard W.10 is not assessed and was written to show the importance of self-selected texts for personal enjoyment, interest, and academic tasks. This standard shows that students need skills to become independent writers for a variety of audiences and range of purposes. Independent writers are able to access multiple strategies and formats to communicate and craft a message so that it resonates with any reader.